DOCUMENT RESUME

ED 222 427 SO 014 319

TITLE	Social Studies: Grade 11 - American History. 1982 Reprint of 1967 Revision.
INSTITUTION	New York State Education Dept., Albany. Bureau of Secondary Curriculum Development.
PUB DATE	82
NOTE	57p.; Small print may not reproduce clearly.
EDRS PRICE	MF01/PC03 Plus Postage.
DESCRIPTORS	Concept Teaching; Course Content; *Curriculum Development; Curriculum Guides; Fundamental Concepts; Generalization; Grade 11; High Schools; *Social Studies; *United States History; World Affairs

ABSTRACT

Major topics presented for teaching an 11th grade U.S. history course are: the American people; government and politics; American economic life; American civilization in historical perspective; and the United States in world affairs. Major concepts, understandings, and generalizations are listed. For example, one of the concepts students should learn when studying about the United States in world affairs is that U.S. relationships with its neighbors in the 20th century reflect the growing involvement of the Western hemisphere in the total global picture. Students answer questions such as, What evidence is there that a change in emphasis in U.S.-Latin American relations has gradually evolved during this century? and What have been the motivations for change in U.S. role from protector to partner? Sample generalizations are: (1) crises in world trouble spots end more often in stalemates than in final solutions, and (2) national self-interest is the foundation of foreign policy. Also included in the syllabus is a flow chart of the K-12 social studies program. (RM)

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The University of the State of New York/The State Education Department
Bureau of Secondary Curriculum Development/Albany, 1967

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SOCIAL STUDIES

GRADE 11 - AMERICAN HISTORY

SS 04 319

1982 Reprint
of
1967 Revision

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FOREWORD

In the introductory statements of the 1965 edition of the tentative syllabus, grade 11: American History, there was a request for frank teacher evaluation. Teachers using the syllabus and sending in evaluations were told that these reports would be used in revising the syllabus and in preparing new resource materials.

This volume fulfills the first part of that commitment. The reports sent in during and at the close of the school year have proved of immeasurable value in preparing this refinement of the grade 11 syllabus.

A comparison of this edition with the previous volume indicates the shift from a wealth of content suggestions to a brief sampling of illustrative material for each understanding. For that reason, teachers are advised that the Department is considering 1967-68 as a tryout year also, and will be interested in constructive suggestions from teachers using the course.

An Ad Hoc Committee was convened in May 1967 to study the reports from the tryout schools and to suggest changes in the tentative syllabus. Committee members, all teachers of the tentative course or Department chairmen in schools where it was being used, included: J. Holden Camp, Jr., Roeliff-Jansen Central School, Hillsdale; Mrs. Verna S. Fancett, Jamesville-DeWitt High School, DeWitt; Richard H. Gibbons, Penfield Senior High School; Hugh M. Grey, George W. Hewlett High School, Woodmere; David Kerins, Maine-Endwell Central School District, Endwell; Sister Mary Caplice, C.N.D., Notre Dame Academy, Staten Island; Mrs. Viola W. Opdahl, Kingston High School; Edwin Osborne, Hamburg Senior High School; Charles V. Sansone, Fox Lane School, Bedford, Dr. Gerald W. Snyder, State University of New York at Albany.

These suggestions and the additional reports from the schools served as directions for the writers who worked on the refinement during July and August 1967. Anne Crowley, social studies teacher, Mepham High School, Merrick, and Thomas Waye, Department Chairman, Penn Yan Academy, taught the new social studies 11 course during the 1966-67 school year. Their work therefore reflects their own experience and the guidance of the teachers in tryout. Mildred F. McChesney, formerly Chief, Bureau of Social Studies Education, served as adviser throughout the preparation of this publication. Major assistance was given by the staff of the Bureau of Social Studies Education, John F. Dority, Mrs. Catherine M. Firman, Jacob I. Hotchkiss, Mrs. Betty D. Larsen, and Mrs. Helena U. Whitaker. Janet M. Gilbert, Associate in Secondary Curriculum, had general charge of the project and prepared the manuscript for printing.

EDWARD T. LALOR
Director, Division for
Curriculum Services

SPECIAL ACKNOWLEDGMENT

The Ad Hoc Committee and the Professional Committee, whose members are listed below, contributed those overall recommendations which indicated some of the directions that the new social studies program should take.

A number of classroom teachers and supervisors, working under the direction of staff members of the Education Department, made the final decisions concerning the content and format of this syllabus and of the other three syllabuses in the secondary school series. They also produced the basic materials that constitute the courses of study for each level.

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Kindergarten

Local Environment Studies

Social Organization

- The family
- The school

Economic Organization

- The family as a consuming unit
- Family jobs and responsibilities - division of labor

Political Organization

- Rules and laws to be observed for the good of all

Geography

- Introduction to the globe as a representation of the earth
- Introduction to maps through block and picture maps of classrooms
- Cardinal directions

Patriotism

- Pledge of Allegiance
- Celebrating holidays and festivals

FLOW CHART

OF THE

SOCIAL STUDIES

PROGRAM

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Grade 1

Local Environment Studies

Social Organization

- Family life long ago in an agrarian economy
- Family life today on farms
- Schools long ago and today
- Villages and cities today - Families, houses, neighborhood facilities and organizations such as churches, libraries, etc.

Economic Organization

- Partially self-contained farms of long ago when most people lived on farms
- Farming today near local community-mechanized, specialized, commercial
- Division of labor in providing needed services
- Economic services provided by village, city, and suburban, and neighborhood - stores & businesses

Political Organization

- Rules and laws to be observed for common good
- Introduction to the idea of democracy - the president and his election

Geography

- The globe as a model of the earth which shows land and water masses
- Geographic features of neighborhood - Picture and block maps showing streets, houses, buildings, streams, etc.

Patriotism

- The Pledge of Allegiance
- The Star Spangled Banner
- The Story of our Flag
- Celebrating holidays and festivals

Grade 2

Community Studies

Social Organization

- Defining or limiting the community to be studied
- Social and ethnic groups in the community
- Religious groups in the community
- Other community organizations such as service clubs

Economic Organization

- Industries in the community
- The profit motive in industry
- Transportation and communication in the community
- Local business and industry as employers

Political Organization

- Type of local government which applies - county, city, village, township, etc.
- Needed services (fire, police, roads) provided by local government
- Money to pay for services - taxes

Geography

- The hemispheres into which we divide the earth
- Location of the local area on the globe
- Introduction to lines representing latitude and longitude
- School, neighborhood, and community maps
- Road maps of the local area

Patriotism

- Pledge of Allegiance
- The Star Spangled Banner
- The Study of the Flag and flag symbolism
- Celebrating holidays and festivals

Grade 3

Community Studies

Geographic Introduction

- The equator circles the center of the earth and distances north and south of this line are indicated by lines of latitude
- A relationship exists between latitude and climate
- There are low latitudes, middle latitudes, and high latitudes

Desert Communities

- Typical climatic conditions
- Economic and social organization
- Political organization

Northern Forest or Taiga Communities

- Typical climatic conditions
- Location of taiga areas
- Economic and social organization

Tropical Rainforest Communities

- Typical climatic conditions
- Location of rainforest areas
- Economic and social organization

Mountain Communities

- Climatic and geographic factors
- Location of mountain areas
- Economic and social organization

Prairie Farming Communities

- Climatic and geographic factors
- Location of major prairie lands
- Economic and social organization

Patriotism

- The Pledge of Allegiance
- The Star Spangled Banner & its story
- Rights and responsibilities in a democracy
- Flag symbolism - care and respect for flag
- Celebrating holidays and festivals

Grade 4

American People and Leaders

The People of the United States

- The U.S. was largely peopled by immigrants from other lands
- Among others, the following have made large contributions to American life African Negroes - Irish - Germans - Scandinavians, - Italians - Poles - and many others

Discoverers and Explorers

- Christopher Columbus, Henry Hudson, Robert La Salle, and/or others

Colonial and Revolutionary Leaders

- John Smith, Roger Williams, Sam Adams, Ben Franklin, and/or others

Leaders in Establishing a Nation

- James Madison, George Washington, Thomas Jefferson, Alexander Hamilton, and/or others

Leaders in the Fight for Human Rights

- Thomas Paine, Abraham Lincoln, Martin Luther King, Jacob Riis, Franklin D. Roosevelt, and/or others

Leaders in Industry & Science

- Eli Whitney, Robert Fulton, Cyrus McCormick, Thomas Edison, George Washington Carver, Henry Ford, and/or others

Leaders in the Arts

- Henry Wadsworth Longfellow, Edgar Allan Poe, Stephen Foster, Edward McDowell, W. C. Handy, and/or others

Patriotism

- The total program of this year is aimed at building patriotism
- Celebrate the usual holidays and festivals

Grade 5

Major Culture Regions
(Western Hemisphere)

Geographic Introduction

- Latitude and longitude of areas in the Western Hemisphere
- Climatic regions of Western Hemisphere
- Major topographical features of Western Hemisphere
- Special purpose maps useful in area studies such as demographic, rainfall, climate, and others

The United States

- Geographic overview including major land forms, drainage systems, climatic variance, population patterns, etc.
- Social organization, including such things as major religious groups, urban and suburban areas, and racial and ethnic groups in our population
- Economic organization, including division of labor and specialization, major industries and resources, the profit motive in our economy, and introduction to the concept of gross national product
- Political organization, including introduction to the federal system, the three branches of the federal government and their major functions
- Patriotic citizenship, with special emphasis on rights and responsibilities, the Bill of Rights, and the extension of civil rights to the total population. Celebrate the usual holidays and festivals

Canada and Latin America

- Interdisciplinary studies organized under the following headings:

  Geographic Overview
  Historical Summary
  Social Organization
  Economic Organization
  Political Organization

Grade 6

Major Culture Regions
(Middle East, Europe)

Geographic Introduction

- Latitude and longitude of the Middle East and Europe
- Climatic regions of the above areas
- Major topographical features
- Special purpose maps of the areas to be studied (see grade 5)

The Middle East

- Interdisciplinary studies organized under the following headings:

Geographic Overview - which would include major land forms, river systems, climatic conditions, population distribution, patterns of land use

Historical Summary - which would include the beginnings of civilization in the Fertile Crescent, the rise of Egyptian and Babylonian empires, their contributions to modern life, the rise and spread of Islam, the decline of Middle East power, and highlights of the modern period

Social Organization - which would include family life, urban and rural differences, the influence of Islamic beliefs and culture patterns, nomadic and settled peoples, racial and ethnic patterns

Economic Organization - which would include the prevalence of agriculture, patterns of land ownership, the importance of petroleum, the lack of industry

Political Organization - which would include the identities of the various countries, the general lack of stability, the general lack of democratic institutions, and the forms of government to be found in the area

Western Europe and Eastern Europe

- Interdisciplinary studies organized under same headings as above

Grade 7

Our Cultural Heritage

The pre-Columbian period
- -Western Hemisphere geographic review: landforms; soils; minerals; climate; vegetation
- -Indians of the New World
- -The New York Indian: Iroquois as model

New World exploration and settlement
- -Influence of geographic setting
- -European exploration and settlement: leaders and people; motives and cultures
- -Planting the 13 English colonies
- -The American Southwest

The colonial period in the Americas
- -Wide variations in length of the colonial period
- -Physical and economic changes in the environment
- -Colonial cultural patterns: family; religions; languages; social class
- -Evolving political institutions
- -Spanish, French, Dutch and English colonies compared

New York in the emerging nation
- -Modifying the habitat and moving west
- -Changes in economic life: land ownership; agricultural changes; handicraft and industrial development; trade
- -Population trends; contributions of various groups
- -Progress of democracy in the new State

New York in the age of homespun
- -Habitat: challenge and response
- -People: roles in homespun rural society; in growing urban areas
- -Culture change: education; literature; religion; humanitarian reform
- -Governmental changes: suffrage and other reforms
- -Post-frontier, pre-industrial society
- -Historic trends to the Civil War

New York in the gilded age (to about 1915)
- -Geographic changes: railroad era; farm mechanization; industrial development; end of the frontier
- -Business expansion; wealth and poverty; labor strife
- -City growth; waves of immigration; city problems, especially in New York City; Victorian homes, customs, values

New York in a megalopolis society
- -"Between the wars," the transition era
- -Changes in the landscape: influence of automobiles; urban decay; suburban sprawl; changes in rural living
- -Mass production: big business, with decentralized production units
- -Features of a new culture

Local and State government and civic responsibility
- -Structure and functions
- -Local, State and national interrelationships
- -Practical politics; civic rights and duties
- -The changing character of State and local governments

Grade 8

United States History

The new Nation (to 1800)
- -Gaining independence; principles of the Declaration
- -Making and launching the Constitution: the framers, their wisdom and experience; the democratic heritage; framework and functions of the new government
- -The Federalist era: test of the new Nation

The National-Republican period (1800-1825)
- -Acquiring and exploring new territories
- -Changes in the landscape; urban centers in a rural society
- -Presidential policies in domestic and foreign affairs
- -Economic and industrial changes
- -Foreign crises and wars
- -National trends following the War of 1812; tariff; westward migration; Era of Good Feeling

The age of Jackson (1825-1840's)
- -Political and social changes: reforms; writers; progress of democracy
- -Territorial growth: the homespun culture moving west; population trends

Division and reunion (1850's-1880)
- -Characteristic features of life in various regions
- -Civil War: leaders and significance
- -Achievements and problems of reconstruction governments; unsolved problems in North-South relations and in goals for the Negro: origins of 20th-century human rights revolution

Economic expansion (1865-1900)
- -Industrial and business expansion: a new age of invention; rise of new industries; building of great fortunes
- -Political trends: civil service and other reforms; policies toward business
- -Changes in living: small town and rural life; the western frontier; the growing cities
- -New immigrants; labor conditions

United States a world power (1900-1940)
- -Changes of the Progressive Era
- -World War I and the peace movement
- -Boom, depression, and the New Deal
- -Foreign policies and moves toward war

United States a world leader (1940-present)
- -World War II, peace and the Cold War
- -United Nation: regional blocs and alliances
- -Conflicts, including those in Korea, Cuba, Viet Nam
- -Domestic programs from Fair Deal to Great Society

The Federal Government and civic responsibility
- -Structure and functions of the Federal Government
- -Government and politics; Federal-State relations
- -Political and civic rights and duties of the individual United States citizen

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Grade 9

Asian and African Culture Studies

(World Regional Studies)

World cultures today
- -Review of identifying culture patterns
- -Major world culture regions; interaction of man and his environment
- -Culture change, illustrated by review of the Islamic World as introduction to Africa and Asia

Africa south of the Sahara: land and people
- -Major regions: geographic assets, limitations and variations
- -African peoples: ethnic patterns; social organization; cultural achievements

Africa south of the Sahara: historic trends
- -Historical background: medieval civilizations and kingdoms
- -Effects of European colonial expansion; rise of African nationalism
- -The new nations: leaders, problems and progress
- -World role of the new Africa

South Asia: India and Pakistan
- -Physical features; effects of geographic diversity
- -Historical background: special influence of religion
- -British rule and struggles for independence; political structure today; involvement in world issues
- -Economic and social problems; village and urban life; adaptations to change
- -Cultural trends and achievements

China
- -Geographic diversity; interaction of man and environment
- -Development of traditional ways: family; education; religion; culture patterns.
- -History: ages of power and cultural achievement; repeated alien invasions
- -Domestic and foreign pressures of 19th and 20th centuries; response to those pressures
- -China under communism: changes within the nation; China, a world problem

Japan
- -Geographic influences on life in the islands
- -Development of cultural traditions; interactions with Chinese culture
- -History: imperial and military traditions; modernization; struggle for world power status
- -Changes in life and thought since World War II

Southeast Asia
- -Physical features of continental and insular areas
- -Culture patterns; similarities and differences; influences from India and China
- -Historic survey: impact of the West; new nations; leaders; governments, ideologies
- -Life of the people: impact of "revolution of rising expectations"
- -Southeast Asian problems as world problems

Grade 10

European Culture Studies

Europe today
- -Europe in flux: population changes; economic shifts; political issues
- -Role of values in European culture

The ancient European world
- -Society's needs versus individual expression: Sparta and Athens
- -International expansion: the Roman Empire
- -The Judaeo-Christian heritage
- -Role of the city

The Middle Ages
- -The Church
- -Economic institutions
- -Role of the city

The age of transition
- -The Renaissance: intellectual and cultural characteristics; political life
- -The Reformation: leadership; far-reaching implications
- -The rise of nation-states governed by monarchy
- -The Commercial Revolution: expansion of business; development of the market economy and capitalism

Modern movements of intellectual change
- -Scientific thought in the enlightenment; present day implications of scientific and technological advance
- -Shift from classicism to romanticism, to realism in the arts and letters

Modern movements of political change
- -Evolution as political change: the development of modern British political practices
- -Revolution as political change
- -Nationalism, a key to political change: interpretations; leadership; effects upon international relationships; the role of war as a solution to national rivalries

Modern movements of economic change
- -Industrialization: effects upon technology, culture patterns, economic organization
- -Socialism in Europe: theory; the Soviet experiment; developments in Western Europe

Modern attempts to resolve fundamental problems
- -Challenge of totalitarianism: the Nazi movement
- -Attempts to guarantee peace: balance of power; international cooperation; appeasement; containment
- -Western man and his urban culture

Grade 11

American History
(American Studies)

The American people

- -Immigration and reaction to immigrants; development of nativist opposition
- -American culture patterns: adaptations from Europe; present diversity
- -Population: growth; division into various groups
- -Civil Rights: history of movement with respect to minority groups, womens' rights; Black leadership; future directions

Government and politics

- -Constitutional theory and practice: reflection of western tradition and experience; provisions for political stability; adaptability to changing times
- -Political leadership and decision-making: the American presidency; the Congress; judicial review
- -The federal-state relationship: increasing role of federal government; growing cooperation between neighboring political units
- -Citizen relationship to government: political parties; citizen involvement in various levels of government
- -New York State government: the State Constitution; the Governor; the Legislature; the Courts

American economic life

- -The economy: scarcity; the market economy and the basic economic questions; opportunity cost
- -Mercantile capitalism: the colonial experience
- -Industrial capitalism: economic effects of the American Revolution; economic implications of westward expansion
- -Finance capitalism: industrial growth; demands for government regulation
- -Government involvement: implications of the New Deal era; use of federal regulatory powers today
- -Government finance: history of taxation in United States

American civilization in historic perspective

- -Education: historic growth of public education; variety in relationship of education to democratic values
- -Creativity in America: European heritage versus native adaptations; recent innovative directions in science, technology, the arts; patronage and support
- -Mass media: impact of the free press upon American society
- -Ideological battles in critical periods in American history; challenge of communism
- -Social control: changing interpretations throughout our history; relationship to value system; balance between freedom and restraint

The United States in world affairs

- -The nation-state
- -The emerging nation: minimum involvement yet protection of the western hemisphere
- -The expanding nation: manifest destiny; overseas empire-building
- -Power and commitment: 20th century movement from neutrality to full involvement in world affairs; containment of communism; participation in world organization

Grade 12

Specialized Courses

Economics *Government*

State courses will be developed first in these two highly important areas. The courses will be built upon the foundations laid in economics and government in the K-11 sequence. Other suggested courses are:

African Studies	Latin American Studies
Anthropology	Middle Eastern Studies
Ancient History	Psychology
Asian Studies	Sociology
Great Issues	

It is strongly recommended that all pupils be encouraged to take social studies in grade 12. Twelfth grade offerings should be varied in terms of particular pupil interests and needs.

Slower students may require all or part of their 12th year to complete the regular sequence that the average and above average may complete by the end of grade 11. These slower students also profit from senior elective courses especially designed to meet their personal and vocational needs and to help them prepare to fulfill their civic responsibilities.

Abler students may be offered advanced or honors courses, perhaps in one or more of the categories listed above.

Advanced Placement American History or Advanced Placement European History may be offered to particularly able students in grades 11 and/or 12, along with honors courses in electives such as those listed. If Advanced Placement European History is scheduled, the regular 10-11 sequence (The Western Heritage and American History) may be reversed.

HOW TO USE THIS SYLLABUS

Teachers familiar with the earlier edition of this syllabus may mistake changes in format to mean that the basic rationale for the course has changed. To forestall such misreading of this publication, it is important to repeat certain of the directions for the use of the syllabus, as they appeared in the 1965 edition.

First, let it be noted that the major steps in preparing to teach this course of study remain the same. Effective teaching still requires the use of many types of materials. Books, pamphlets, periodical literature, and other variations of the printed word remain basic to a collection of appropriate material. Tryout experiences of some schools have indicated that it is wise to regard this variety of sources as being available to students with different learning styles but not necessarily to be read by all. Indeed, teachers have found in certain instances that artifacts or representations through pictures, films, filmstrips, and recordings are equally effective learning tools.

The task of planning learning experiences is also basically unchanged. Teaching strategies are needed to develop those concepts which constitute the building blocks of the social sciences; to help students arrive at the stated understandings; and to build those understandings into generalizations whose implications are broadened and deepened as they are encountered at successive times in the program.

These steps of assembling materials and planning learning experiences are appropriate for local and regional curriculum committees. Many schools have already taken significant action on these steps and can continue to build upon their progress to date. The development of several regional curriculum centers offers another important source of ideas and instructional tools.

Both local and regional curriculum committees will find the Department publication, *Citizenship Education Planning Guide*, helpful. It should be noted, however, that some of the specific curriculum building suggestions in the guide should be modified to reflect the emphasis contained in the tentative syllabuses. Local courses and instructional materials should be described in terms of understandings rather than in terms of content outlines. Similarly the objectives should be inherent in the understandings rather than spelled out in a list without relationship to specific points in the instructional material.

The third task for schools suggested in the previous edition of the syllabus concerns deepening the teacher's understanding of the correct use of the syllabus. This involves perception of the understandings as goals to be reached, rather than statements to be copied, verbalized, and then forgotten. Pupils should be encouraged to go beyond the initial step of acquiring information, to venture intuitive speculations about meanings, implications, and consequences, to check hypotheses against available evidence, and to recognize the practical need at times for reaching pragmatic decisions without having all the facts. In this process, other understandings may be identified, in addition to the ones stated by the

syllabus writers.

A WORKING VOCABULARY FOR THE SYLLABUS

A necessary part of using this syllabus is the comprehension of the terminology used in this and the other syllabuses in this sequence.

The descriptive definitions below are offered to clarify the terminology. These terms are used in other contexts, or defined differently by some educators working on various curriculum projects. For the purposes of working with this syllabus, however, teachers may find that these descriptions give a working frame of reference for the New York State program:

A CONCEPT is a mental image or word picture conveyed by a single word, or word combination. The following characteristics pertain:

- A concept is usually abstract, as opposed to concrete.
- It is a product of the analysis and synthesis of facts or experiences, rather than a definition to be learned.
- It is constantly subject to expansion of meaning, and delineation of detail, as experience provides different settings and different relationships in new contexts.

An UNDERSTANDING is a summary statement which must contain the following characteristics:

- An understanding indicates an end toward which the examination of the facts is directed, rather than simply a statement of facts to be taught.
- It implies a relationship between significant events or phenomena.
- It is significant to the development of the topic as well as important in itself.
- It has time or place reference points to the topic.
- It includes words or phrases associated with basic concepts.
- It contributes in a definite way (in time or place) to comprehension of a broader generalization that has application at many points in the social studies sequence.

A GENERALIZATION is a summary statement which has application at many points in the social studies sequence. The following characteristics are important:

- A generalization is a goal to be reached, rather than an "eternal truth" to be memorized.

- It implies a relationship between or among phenomena or concepts.

- It derives significance from the experience of mankind in many places and in many eras.

- Its validity can be proved through examination of evidence.

To apply these working definitions to this syllabus, in Topic II, Government and Politics, the concept of federalism has been identified as important. An understanding which was deemed as important and which is directly concerned with delineating the meaning of federalism, was stated as follows:

"The Federal-State relationship has shown a trend toward an increase in the relative importance of the federal government as compared with that of state governments."

To reach this understanding, teachers and students have an opportunity to explore the basic constitutional delineation of federalism; they may look at any number of examples drawn from the history of the American Republic, to see how federalism has changed and expanded during our history. A rich opportunity is offered to consider the relationship of the principle of federalism to any number of current problems: urbanization of our society, growth of our economy; voting rights of minority groups, legislative reapportionment, extension of federal aid to education, to mention a few. Finally, the understanding contributes to a broader generalization, such as "Governments on different levels must cooperate to solve common problems," and, "A complex society creates many problems to which governments must continually seek solutions." Each of these generalizations in turn has many applications and is pertinent to world conditions today. Thus, these generalizations are reinforced by previous experience or are offered for testing in future learning situations.

In building this syllabus, attention has been given to the major concepts that underlie an understanding of and an identity with American people. Some of those most pertinent to each topic are listed at the beginning of the topic. The understandings that bring the concepts to mind and help to expand or delineate their meaning are grouped under subtopics which may give additional assistance to teachers in planning pertinent lessons. Only a few generalizations are included, with the notation that they, as well as others will be broadened in the study of each topic.

THE TEACHER'S EDITORIAL ROLE

A final word concerns the "sacredness" of content offered in support of the understandings. The day-by-day events change the focus upon the importance of past actions. The often untapped wealth of visual materials when used may indicate that the understanding stated can be reached without a detailed examination of reading materials related to the questions and content listed. For another topic there may be need for a fairly wide exploration of reading materials if the topic is to be properly understood. The teacher then, joins in the editorial process. He may find addition,

deletion, or change of emphasis necessary in presenting the evidence that leads to the understanding. The intent of the writers has been to give him clues of how to help his class understand the relationship that exists between some phenomena in our past or present culture; the teacher, the practitioner, must be the judge.

INTRODUCTION TO THIS REVISION

This publication represents a refinement of *Social Studies, Tentative Syllabus, Grade 11: American History,* issued by the Department in 1965. Over 100 public and private schools in the State signified their willingness to try out this course during the school year 1966-67. The reports sent in from these tryout schools were studied by an Ad Hoc Committee convened in May 1967, to make recommendations for refining the syllabus. These recommendations and the reports themselves were used as guidelines by teachers of the tentative course who came in during the summer of 1967 to work on this project.

From tryout reports, the discussions of the Ad Hoc Committee, and our teacher writers, we have heard the same verdict; too much content, and too little opportunity to examine in depth and reflect the meaning. We have also heard the good things; the value of a fresh approach and the invigorating aspect, for student and teacher alike, of looking at content as the vehicle for discovering certain important ideas and arriving at the understandings.

This revision is, perhaps, as startling as the first, in that it swings away from a conscious attempt to delineate all pertinent content to a deliberately limited offering of detail. Only a few examples of content are listed with each understanding.

However, we have inserted an intermediate step, which may help both the student with the compulsive need to accumulate facts for security, and the teacher who fears what the Regents examination may bring. Under each understanding are a few lead questions, which suggest some important directions in which a student's inquiry should go in order for his examination of the facts of history to lead him to the desired understanding. These questions are not intended to set the pattern from which to draw a final examination. Indeed, many questions do not lend themselves to simple answers; they are rhetorical, for the purposes of suggesting directions of inquiry. Some are open-ended to the extent of requiring a continuous study of events in future years in seeking solutions to the problems posed. The questions may be given to small groups to explore, suggested as guides for selected reading or viewing of a film, or, indeed, analyzed for relevance to the topic under discussion. They may be used only by the teacher in helping him determine his goals in teaching a lesson. We hope they will help teachers and students comprehend the topics and the understandings to which they relate.

The suggested studies, shown by indentations, and preceded by dashes are simply areas of content that have relevance to the lead questions, and through them, to the understandings. Obviously, we have listed only a small sample of the vast body of content that is American history. Teachers and students with interest in certain areas will wish to go into much greater depth, as time allows, on these or on similar types of studies. At no time do we wish to limit the possibilities for the class, nor do we mandate that any of these suggested studies must be used. Because there is this endless possibility of expansion and depth presented with each understanding, we have eliminated the "Optional Studies" at the end of each topic. Depth has more meaning as it is developed in relation to the understandings to be reached.

The concepts to be introduced or to be widened and deepened in meaning in the development of the topic should be the central core around which the course is taught. Our writers have identified a wider selection of concepts than the list presented originally. It is still not all-inclusive. By placing this list first in the topic, we hope to give the teacher and the class greater opportunity to perceive the importance of concept development, and to be aware of the understandings at this grade level that will enrich and enhance the concepts.

TOPIC I
THE AMERICAN PEOPLE

A study of United States as a "nation of immigrants" permits one to look at the common elements in the experiences of the many diverse groups within our population. Any group may be analyzed in terms of the culture of the homeland, the changes brought about by the new environment and the situation into which these people came, the patterns of life and values held by the majority of these people today, and their contributions to American life. The rich cultural diversity of many communities in this State would suggest the value of case studies related to the Italian, Polish, or the German, Russian or Polish Jewish experience, for example.

Several dangers of highlighting ethnicity should be kept in mind, however. Separatism, rather than an appreciation of the richness of life which results from cultural diversity, is sometimes a byproduct of ethnic emphasis. Concentration on one group experience, therefore, should be seen in terms of giving some young people a chance for identity in a study of American history.

Assumptions that the immigrant experience was equally difficult for all, but all had an equal opportunity for success may result from too limited a study. The difference in the black experience alone points out the absurdity of such a generalization. People who came against their will, and who were regarded by many as property rather than humanity, still are frequently made subjects of discrimination.

No study of the American people in schools in this State should omit a significant segment of our population who were not immigrants. Largely the victims rather than the victors in the American immigration story, the Native Americans have a history of both cultural persistence and cultural destruction which ought to be a part of this study.

The study of population in this topic is focused upon the ways in which population distribution and changes in distribution affect American society. However, the whole subject must be considered in terms of global population factors. There can be no isolation from population problems in any part of the world.

The extension of individual rights has been a major concern from the founding of our nation. Some people, such as the blacks, have had much longer and more difficult struggles, and for many the victories are not yet achieved. Though the times and methods have differed in securing these goals, the motivations have been the same, namely, the realization of the dignity and worth of every individual.

CONCEPTS

A few concepts which have been introduced or extended in interpretation by the understandings and related content in Topic I include:

Assimilation	Discrimination	Minority	Social Class
Civil Rights	Displaced Person	Nativism	Social Conflict
Culture	Immigration	Population Explosion	Social Mobility

Additional concepts should be introduced or identified by the teacher and the class, in working with Topic I.

Immigration and Reaction to Immigrants

The combination of the needs of peoples from older cultures and the demands of the vast American continent for settlers ultimately led to the development of our modern pluralistic society.

1. THE PEOPLE OF THE UNITED STATES, THOUGH CHIEFLY FROM WESTERN EUROPE, REPRESENT EVERY PART OF THE WORLD.

   . What can be learned from legends and archeological evidence about the earliest inhabitants of America?
   - migration of Indian tribes
   - the Bering Strait legends
   - the evidence from artifacts

   . What were the sources of most migrations to the Americas in the colonial period?
   - analysis of population origins of the middle Atlantic colonies
   - comparison of national origins, tidewater v. uplands

   . What is evident about the number and variety of the immigrants coming to these shores during the 19th and 20th centuries?
   - review of immigration statistics, 1840's, 1860's - 1880's, 1900 - 1910
   - accounts of certain representative groups of immigrants, such as the Irish in the 1840's, the Germans and Scandinavians in the 1860's - 1880's, the Italians and the Polish around 1900

2. THERE ARE COMMON THREADS IN THE MOTIVATIONS FOR THE IMMIGRATION TO THE UNITED STATES, WITH VARIATIONS RELATED TO SOURCE AND TIME OF MIGRATION.

   . What can be learned about the motivating forces for migration by comparing voluntary and involuntary migrations of the Colonial period?
   - English settlers in New England; Europeans as indentured servants
   - Africans as free settlers; as indentured servants; as slaves

   . Is there a case for "the immigrant personality"? Were there common traits among the migrants, which served as motivating forces?
   - comparisons of immigrant accounts, 18th, 19th, and 20th centuries

   . Has history shown a common cause for immigration with respect to conditions in the homeland?
   - colonial migrations from England; from the Rhineland
   - migrations of the late 1840's; migrations from eastern Europe in the late 19th century; Oriental migrations
   - migrations in the 1930's

   . To what extent does recent immigration, though restricted, reflect the same motivations and reactions to the American way of life?
   - political refugees in the 1930's and 1940's
   - professional personnel—"The brain drain"—of the post World War II era

3. ALTHOUGH THIS NATION'S NEEDS FOR IMMIGRANTS PRIOR TO THE 20TH CENTURY WERE GREATER, MOST IMMIGRANTS, THEN AS NOW, HAVE EXPERIENCED SIMILAR SOCIOLOGICAL PATTERNS OF CHANGE.

- What effect did such events or movements as the westward movement and the rapid growth of industrialization have upon acceptance of the immigrant?
  - the skilled laborer of the handicraft era
  - immigrants of the canal building and railroad building eras
  - the unskilled laborer of the mass production stage
- To what extent have various immigrant groups faced segregation and discrimination?
  - English immigrants: colonial period; 19th century, 20th century
  - Jewish immigrants: colonial period; 19th century, 20th century
- For which groups and under what conditions has acculturation proceeded most easily?
  - immigrants, such as Germans and Scotch Irish of the late 18th and early 19th century frontier
  - immigration along the Canadian border, contrasted with that along the Mexican border
- Why has the process of assimilation been more difficult for certain ethnic groups?
  - the Chinese on the west coast
  - the Puerto Ricans in New York
- To date, why has it been virtually impossible for some of the earliest inhabitants of this continent to achieve assimilation into the American cultural pattern?
  - the American Negro
  - the American Indian

4. RESISTANCE TO IMMIGRANTS PRODUCED NATIVIST OPPOSITION TO NEWCOMERS AND EVENTUALLY RESTRICTIVE LEGISLATION.

- To what extent have nativist fear and opposition to foreigners caused difficulty for most ethnic groups?
  - accounts of the Irish in United States during the first half of the 19th century
  - reactions to Orientals on the west coast
- On what occasions has open opposition by organized nativist factions become both vocal and active?
  - Know Nothings
  - Ku Klux Klan
- How have nativist sentiments been reflected in legislation by the federal government?
  - Chinese Exclusion Act, 1882
  - Quota and National Origins Act, 1921-1924
  - McCarran-Walter Act, 1952
- What effect has wartime pressure had upon the attitudes of American citizens toward the loyalty of fellow citizens whose national origin is that of the enemy?
  - World War I—harassment of German-Americans
  - World War II—Japanese-American relocation centers

American Culture Patterns

The whole of American culture patterns: that which is derivative and that which is original, reflects the diverse origin of the American people.

5. THE PEOPLE OF THE UNITED STATES ADOPTED AND ADAPTED THE SOCIETAL PATTERNS OF EUROPE.

   - How was the European heritage reflected in the family patterns of the early colonists?
     - patrilineal society in early New England
     - nuclear extended family in the southern colonies
   - To what extent were European cultural values transferred to America?
     - religious practices in the 18th century America compared with religious practices today
     - support and encouragement of music: Europe compared with United States
   - Can it be said that the unique American culture derives from the transformation of European patterns in light of the needs or realities of life in America?
     - educational curriculum, 20th century United States vs. that of 20th century Europe
     - occupation and labor patterns, 19th century United States vs. that of 19th century Germany

6. WITHIN THE VERY BROAD FRAMEWORK OF WHAT WE CALL AMERICAN CULTURE, WE FIND MANY CULTURAL PATTERNS.

   - Are there factors which account for cultural differences between regions?
     - life in a city in the Northeast
     - life in a community in the Southwest
   - What evidence is there that highly significant subcultures exist on the national level?
     - Negro culture
     - Puerto Rican culture
   - What effect do shifting population patterns have upon regional differences?
     - effect of east - west flow
     - effect of rural - urban flow

7. ALL GROUPS OF IMMIGRANTS HAVE MADE CONTRIBUTIONS BOTH INDIVIDUALLY AND COLLECTIVELY TO OUR COUNTRY.

   - Can it be said that progress in the fields of science has been accelerated by the activities of immigrants?
     - work of Charles Steinmetz
     - contributions of immigrants to atomic theory and research
   - How has literature or journalism been enriched by non-native born Americans?
     - career of Joseph Pulitzer
     - contributions of Jacob Riis

. How have skilled technicians contributed to American scientific progress?
  - contribution of Jan E. Matzeliger
  - contributions of German immigrants to the optical industry

8. AN IMPORTANT ASPECT OF OUR CHANGING AMERICAN CULTURE HAS BEEN THE REVOLUTION IN THE ROLE OF WOMEN.

. What factors made the inferior role assigned women in a patriarchal society acceptable to most of them in the early days of the nation?
  - women's role in a pioneer homestead
  - the case of Anne Hutchinson
. In what ways did the advent of technological progress create opportunity for employment outside the home?
  - the Waltham system
  - the introduction of the typewriter
. What evidence is there that there has been a dramatic change in the status of women in American economic life?
  - property ownership and control of wealth in 20th century United States
  - employment opportunities for women: comparison of mid-19th and mid-20th centuries

Population

The relationship between the needs of a society and the ability to produce sufficient goods to meet its needs has been gravely threatened by the rapid, uncontrolled increase in world population.

9. THE POPULATION EXPLOSION SINCE WORLD WAR II HAS FOCUSED ATTENTION ON CONTROLLING POPULATION GROWTH AND MAN'S ABILITY TO PROVIDE THE NECESSITIES OF LIFE.

. How has population growth been retarded by natural catastrophes and man's political activities in past centuries?
  - incidence of disease in an American colonial city
  - review of Civil War casualty figures (in comparison to total population)
. What is the focus today in population control?
  - work of such groups as the Population Crisis Committee, or private agencies such as The Rockefeller Foundation, The Population Council
  - UN efforts, including work of WHO
. In what ways is the United States joining other nations in attempting to increase the world food supply to meet needs of the rapidly expanding population?
  - work of Ford Foundation and other private philanthropies, to increase productivity
  - government encouragement of scientific or technological changes, such as hydroponics

10. THE POPULATION EXPLOSION TENDS TO BROADEN THE GULF BETWEEN THE PROSPEROUS NATIONS AND ECONOMICALLY UNDERDEVELOPED NATIONS.

- What evidence should be examined, to determine how well a nation can cope with the problem of population?
  - Japan, United States, India: GNP; population per square mile; food production indices
- What are the factors which impede or confound solution of the population problem?
  - Japan, United States, India: provisions for education; development of economic and human resources

11. THE WAY A NATION'S POPULATION IS DIVIDED INTO GROUPS HAS POLITICAL AND ECONOMIC IMPORTANCE.

- What are some of the sectors of life in the United States that are influenced as age distribution affects the groupings within our population?
  - the impact of the "under 30" age group
  - relationship of age distribution to employment restrictions by unions and by government
  - geriatrics
- In what ways have the shifts in population patterns helped to confound the urban crisis? What effects do shifts in population have upon intergroup relations?
  - rural-urban shifts
  - the rush to the suburbs

Civil Rights

The present movement for civil and political rights in the United States for all individuals has a long historical background and grows out of the desire of all people to discover their individual and group sense of identity, worth, and dignity.

12. THE MOVEMENT FOR CIVIL AND POLITICAL RIGHTS IN THE UNITED STATES FOR ALL INDIVIDUALS BEGAN ALMOST AS SOON AS WE WERE A NATION.

- To what extent were guarantees of personal and civil rights legislated early in our history as a nation?
  - analysis of civil rights features in Northwest Ordinance
  - extent of protections in Bill of Rights
- What progress has been made since the founding of the Federal Republic to extend these guarantees?
  - amendments 13, 14, 15, 19
  - Dawes Act of 1887; Indian protection legislation of 1924, 1934

13. THE DEGREE OF SUCCESS IN THE STRUGGLE FOR CIVIL RIGHTS WAS GREATLY INFLUENCED BY THE LEADERSHIP OF THE MOVEMENTS.

- What part did the strong leadership of the feminist crusade play in the gaining of many noteworthy advances in the status of women in America?

- Seneca Falls Convention of 1848
- 19th century crusade for educational opportunities for women

. To what extent has the lack of agreement among leaders concerning common goals impeded the Negro struggle for civil rights?
- Booker T. Washington vs. W.E.B. DuBois
- mid-twentieth century differences, as seen in activities of CORE, NAACP, SNCC, and other groups

14. A DIRECT OUTCOME OF THE PERSISTENT INFERIOR STATUS ACCORDED THE NEGRO IN ALL ASPECTS OF AMERICAN LIFE HAS BEEN THE PROMOTION OF BLACK NATIONALIST MOVEMENTS.

. Why have some black nationalist leaders advocated separate economic and political institutions as necessary steps in the Negro drive for equality?
- Marcus Garvey and the Universal Negro Improvement Association
- Elijah Muhammad, Malcolm X, and the Black Muslim Movement

. In what ways have Negro leaders, institutions, and organizations sought to improve the Negro's position?
- role of church leaders, such as Martin Luther King, Adam Clayton Powell (in the 1930's)
- civic and social organizations such as the Niagara Movement, Alpha Phi Alpha Fraternity

. What are some of the differences of approach, in achieving a better position for the Negro in United States today?
- work of the Urban League
- programs of NAACP, Southern Christian Leadership Council, CORE, SNCC

15. THE DOCUMENTARY UNDERPINNING OF THE NEGRO CIVIL RIGHTS MOVEMENT HAS BEEN BUILT AT AN ACCELERATED PACE SINCE WORLD WAR II.

. What changes in attitude both on the part of the executive leadership and in Congress are evident in the civil rights movement since World War II?
- Civil Rights Acts of 1957, 1964, 1965

. How have the decisions of the Supreme Court brought major changes in the civil rights field?
- changes in voting requirements and restrictions
- decisions relating to equal rights in transportation

16. COMPLETION OF THE WORK OF PROVIDING FULL CIVIL RIGHTS CALLS FOR ACTION IN MANY DIRECTIONS.

. In what areas is uniform state legislation essential for women to achieve equal status?
- extent of legal and property rights, New York State vs. some southern or midwestern states
- examination of employment opportunities in industry, professions, unskilled areas

. What evidence is there, that cooperation and understanding of the plight of the Negro is necessary continuously, on the state and local level?

- the causes and the aftermath of the "long hot summers" of 1964, and 1967
- the program of the New York State Education Department to achieve desegregation

GENERALIZATIONS

A few suggested generalizations that might be derived from Topic I and tested for validity in other contexts:

. Acculturation produces stress, especially for adults.
. Much prejudice against minorities grows from economic fears.
. Changes in the size of age-groups in the population tend to create new demands on government.
. High rates of population growth tend to slow economic growth.
. Migrations reflect the conditions in the country of origin as well as in the point of destination.
. Nations with a high standard of living tend to restrict immigration.
. Diversity of people within a nation leads to a pluralistic society.

Additional generalizations should be identified by the teacher and the class, in working with Topic I.

TOPIC II
GOVERNMENT AND POLITICS

Since the United States Government rests upon the principle of "consent of the governed" it is essential that our citizens understand and be prepared for participation in government. The young people of today, faced with the complexities of a modern, dynamic society, should have an awareness of the functioning of their governments—local, state, and federal. As potential enfranchised citizens and leaders of tomorrow they should become aware of the importance of leadership and of civic responsibility.

This topic is so designed as to build upon and to refine, to a more subtle degree, the structure and functions of the State and Federal Governments featured in grades 7 and 8. In so doing, emphasis has been placed on the changing interpretations of the Constitution and changing roles of the President, Congress, and the courts. Another trend central to this study is the nature of intergovernment relations. Familiarity with the theory of government as well as practical operation through both direct and indirect citizen participation is necessary for a full appreciation of this topic.

In preparing for this topic, the teacher has a choice as to the procedure to be employed in the treatment of New York State government and politics. New York State may be treated as a separate study, or it may be incorporated with the federal government in one comprehensive study of government and politics in the United States. To facilitate either choice, the syllabus is so designed that teachers choosing to follow the comprehensive approach may employ the understandings that pertain to New York State as they parallel those of the federal government. For example: the first understanding for both the federal and the state governments deals with constitutions. When the students examine the United States Constitution, they might well also consider the New York State Constitution. However, if the decision is made to treat New York State as a separate entity, the format of the syllabus may be followed as is.

CONCEPTS

A few concepts which have been introduced or extended in interpretation by the understandings and related content in Topic II include:

Constitution	Judicial Review
Democracy	Leadership
Federalism	Power Structure

Additional concepts should be introduced or identified by the teacher and the class, in working with Topic II.

Constitutional Theory and Practice

The uniqueness of the United States Constitution, as the oldest written plan of government still functioning in the world derives from generations, even centuries, of political thought based upon a knowledge of human behavior.

1. THE CONSTITUTION REPRESENTS A COMBINATION OF WESTERN TRADITION AND COLONIAL EXPERIENCE.

   . What roots can be found in early western societies of such principles as government under law and consent of the governed?
   - the Athenian State
   - Roman law
   . What evidence is there in colonial practice of the colonial interpretation of such Anglo-Saxon or English traditions as consent of the governed and justice under law?
   - colonial legislative experience
   - the Mayflower Compact
   . To what extent did 18th Century rationalism influence the political philosophy expressed in the Declaration of Independence and the structure of government proposed by the Constitution?
   - writings of Charles Montesquieu
   - writings of Jean Rousseau and John Locke

2. THE EXCEPTIONAL COMPETENCE OF THE CONSTITUTION'S AUTHORS IS MANIFESTED IN THE BALANCE BETWEEN POWER AND LIBERTY.

   . What features of the Constitution support Madison's statement that "every word of the Constitution decides a question between power and liberty"?
   - Article I, Section 9
   - Constitutional provisions for checks and balances
   . What evidence is there that the authors were concerned with the importance of the rule of government under law?
   - the preamble

3. WHILE THE FRAMEWORK OF THE CONSTITUTION WAS INTENDED TO ENSURE STABILITY OF GOVERNMENT, IT WAS ALSO DESIGNED TO PROVIDE ELASTICITY TO ADAPT TO THE TIMES.

   . To what extent does the terminology in the original document lend itself to changing interpretation to keep pace with the continuous forces of social, economic, and political change in the world in which United States plays an important role?
   - "necessary and proper clause," Article I, Section 8, Paragraph 18
   - "commerce clause," Article I, Section 8, Paragraph 3
   . What provision for formal change is incorporated in the Constitution?
   - the amending process
   . In what instances have some people felt that the Constitution is not flexible enough to meet the changing times?
   - provision for representation, Article I, Section 2, Paragraph 3
   - the electoral college, Article II, Section I, Paragraphs 2, 3, 4

Political Leadership and Decision-Making

The strength and quality of the leadership within each branch of the government at any given time affects the degree of adherence to the constitutional principles of separation of powers and checks and balances.

4. THE NATURE OF THE AMERICAN PRESIDENCY IS DETERMINED NOT ONLY BY THE MAN WHO OCCUPIES THE OFFICE BUT BY THOSE WHO ADVISE HIM, AND THE TIMES DURING WHICH HE SERVES.

   - What contrasts can be noted in the degree of influence of Presidential leadership that has been felt in both domestic and world affairs?
     - domestic - Andrew Jackson v. Andrew Johnson
     - world - Franklin D. Roosevelt v. Warren G. Harding
   - What evidence is there that since the late 1940's circumstances have given the office of Vice President growing dimension?
     - events leading to the passage of the 25th amendment
   - How have advisers, both official and unofficial, played important roles in the history of the American Presidency?
     - official: Washington and his original cabinet
       Lincoln's cabinet
     - unofficial: Jackson's "Kitchen Cabinet"
       role of Bernard Baruch in several presidential administrations
     - official and unofficial: Kennedy's New Frontiersmen

5. THERE HAVE BEEN MANY INSTANCES OF EXTRAORDINARY LEADERSHIP AND POWER DISPLAYED, OF INFLUENCE EXERTED UPON LEGISLATIVE DECISIONS, BY INDIVIDUALS OR BY CONGRESSIONAL COMMITTEES.

   - Under what circumstances have individual members of Congress exerted unusual influence within the legislative sphere?
     - the pre-Civil War triumvirate of Calhoun, Clay, and Webster
     - early 20th century leaders: Carter Glass; Henry Cabot Lodge, Sr.; Robert F. Wagner
   - What vital roles are performed by congressional committees?
     - work of House Rules Committee
     - work of Foreign Relations Committee
   - Why has the expansion of the investigative power of Congress during recent years become the object of much public attention and heated controversy?
     - the House Un-American Activities Committee
     - the Senate Committee on Government Operations and the Senate Subcommittee on Investigations (the McCarthy Committees)
   - How do groups or individuals other than the Congressman's constituents tend to change or distort the legislative process from the intent of the Constitution authors?
     - lobbyists and pressure groups and the railroad legislation in the late 19th century
     - pressure groups and the farm legislation of the 20th century

6. THE PRINCIPLE OF JUDICIAL REVIEW HAS BECOME A PART OF THE UNITED STATES SYSTEM OF GOVERNMENT MORE THROUGH USAGE THAN BY CONSTITUTIONAL MANDATE.

- How did the principle of judicial review of federal legislation become a part of the United States system of government through custom and usage?
  - Marbury v. Madison, 1803
  - Schechter Poultry Corporation v. United States, 1935
- How has the principle of judicial review by federal courts affected the states in political, economic, or social areas?
  - Gibbons v. Ogden, 1824
  - A state legislative apportionment case such as Baker v. Carr, 1962
- What has been the significance of the lower federal courts in the exercise of the judicial function?
  - the federal court structure, as it has evolved since Washington's administration
  - a detailed examination of the jurisdiction of one of the federal lower courts
- How has the work of the Supreme Court emphasized the importance of official and recognized dissent in a democracy?
  - the judicial career of Justice Oliver Wendell Holmes, Jr.
  - the minority opinions of Justice Louis D. Brandeis
- Why has the Supreme Court of the 1950's and 1960's acquired a large dimension in our national life and caused an almost unprecedented degree of controversy?
  - Brown v. the Board of Education, Topeka, Kansas, 1954
  - Engel v. Vitale, 1962
- Why has the term "judicial legislation" been applied to some decisions of the Supreme Court?
  - Dred Scott v. Sanford, 1857
  - Plessy v. Ferguson, 1896

The Federal-State Relationship

The federal-state relationship has been one marked by change from 1789 to the present.

7. THE FEDERAL-STATE RELATIONSHIP HAS SHOWN A TREND TOWARD AN INCREASE IN THE RELATIVE IMPORTANCE OF THE FEDERAL GOVERNMENT AS COMPARED WITH THAT OF STATE GOVERNMENTS.

- What definition of the basic relationship between state and federal government was established in the Federal Constitution?
  - Article I, Sections 8, 9, 10
- How has this basic relationship been changed by amendment?
  - the 10th Amendment
  - the 14th Amendment
- To what extent can it be said that there has been repeated disagreement over the principle of federalism?
  - the nullification controversy in the 19th century: tariff, slavery, secession

- states' rights and suffrage: voting rights, legislative rights, legislative apportionment
- extension of federal power in the 20th century

8. THE COMPLEX NEEDS OF MODERN SOCIETY HAVE REQUIRED COOPERATION BETWEEN AND AMONG THE NEIGHBORING STATES, AND WITH THE CITIES.

   . What factors have prompted a state to work with other states on administrative details?
   - New York Port Authority
   . Why might it be said that technological changes have tended to erase state boundaries and thus prompt federal encouragement of regional programs?
   - conservation, including air, water resources
   - transportation
   . What types of programs have prompted more direct contact between the federal government and the large urban centers?
   - Urban Renewal Demonstration Grant Program
   - public housing programs

Citizen Relationship to Government

Acting either as an individual or as part of a group, the citizen has obligations and responsibilities in a democracy to participate in the decision-making process.

9. ONE OF THE MOST IMPORTANT MEANS OF CITIZEN EXPRESSION OF POLITICAL PREFERENCE IS THROUGH POLITICAL PARTIES.

   . In view of the fact that major parties have seldom been unified for long periods, what evidence is there to support the opinion that the two-party system appears to be better adapted to the government of the United States than does either the multi-party or the one party system?
   - origin and development of Democratic or Republican party
   - emergence within each of the major political parties of conservative and liberal factions
   . In what ways have third or minor political parties played a significant part in the political history of the United States?
   - the Free Soil Party
   - the Populist Party

10. CITIZEN PARTICIPATION IN GOVERNMENT, ESSENTIAL TO A DEMOCRACY, TAKES MANY FORMS AT ALL LEVELS OF GOVERNMENT.

   . In what capacities, both elected and voluntary, can citizens contribute at the local level toward the functioning of government?
   - elected: supervisor, councilman
   - voluntary: urban renewal committee
   . Why is participation in the judicial system through jury service still considered an important ingredient of the democratic process?
   - Grand jury
   - Petit (or trial) jury

New York State Government

The New York State Government is unique in many ways, although it tends to parallel the government of the United States in regard to structure and to the political life of its citizens.

11. THE NEW YORK STATE CONSTITUTION IS SUBJECT TO PERIODIC REEXAMINATION AND REVISION.

    . What evidence is there to support the contention that constitutional revision has extended democracy in New York State?
      - the State Constitutional Conventions of 1894 and 1967
      - the amendment process, as used in the mid-twentieth century

12. THE GOVERNORSHIP OF NEW YORK STATE HAS CERTAIN SPECIAL ADVANTAGES OVER MANY OTHER EXECUTIVE POSITIONS INVOLVING ADMINISTRATION OVER LARGE GEOGRAPHIC AREAS.

    . How does the fact that the State has a well balanced and generally sound economy free the Governor from some possible problems that might make his position less desirable?
      - New York's fiscal position
      - the agricultural-industrial balance in New York State
    . What effect does the Governor's prerogative to examine or investigate any department have upon the power which he wields?
      - the Division of the Budget
      - the Conservation Department
    . What evidence is there that the New York State Governorship may be considered a stepping stone to the Presidency?
      - career of Samuel Tilden or of Franklin D. Roosevelt
      - structure of the nominating-election process

13. THE NEW YORK STATE LEGISLATURE IS THE PRINCIPAL OFFICIAL FORUM FOR DETERMINING PUBLIC POLICY.

    . To what extent can the great volume of legislation passed in any given session be considered evidence of an effective legislative process?
      - the legislative calendar for any year
      - the committee system of the State Legislature
    . What restrictions upon the power of the Legislature are included in the State Constitution?
      - appropriations
      - statutes

14. THE NEW YORK STATE COURT SYSTEM HAS REFLECTED SOCIETY'S CONCERN IN GREATER EFFICIENCY IN THE PROTECTION OF HUMAN RIGHTS.

    . In what ways is the New York State Court structure unique?
      - role of the judicial conference
      - functions of the Court of Appeals

- How have recent changes at various levels in the New York State court system effected the protection of human rights?
  - court reorganization in 1962
  - recommendations of the 1967 Constitutional Convention

15. NEW YORK STATE HAS PROVIDED OUTSTANDING LEADERSHIP IN RESOLVING PROBLEMS COMMON TO ALL STATES.

- What effect has the highly cosmopolitan character of the population of New York State had upon the sensitivity to discriminatory practices?
  - Ives-Quinn Law
  - State policy regarding desegregated schools
- How has the State's concern for the citizen been manifested in progressive, forward-looking social legislation?
  - protective legislation for women and children
  - Medicaid

GENERALIZATIONS

A few suggested generalizations that might be derived from Topic II and tested for validity in other contexts:

- Governments on different levels must cooperate to solve common problems.
- Constitutions based on the experience of man, if properly constructed, can endure.
- A complex society creates many problems to which governments must continually seek solutions.
- Confidence in government usually stems from positive leadership.
- In the long run, the responsibility for good government in a democracy rests upon the citizens.

Additional generalizations should be identified by the teacher and the class, in working with Topic II.

TOPIC III
AMERICAN ECONOMIC LIFE

American economic life is the product of an evolutionary process which began with the settlement of America under the mercantile system. Change took place within the economic system as the realities of life in America became evident. The founding of the Federal Republic created a stable society in which capitalism could develop. An examination of the economic life of the United States should reveal the differing stages of economic growth which characterized various time periods.

As the economic system matured, it developed abuses, including the trend toward monopoly. This and other practices regarded as not in the public interest became subjects for government regulations. The role of the government may range, in theory, from complete laissez-faire to complete ownership by the state of all means of production and distribution. Differences of opinion over the role of government, which began with the debates over Hamilton's proposals, have steadily increased in proportion to the expansion of the economy. Consideration should be given to how much further the role of the Federal Government may be expected to expand.

This topic has been divided into six general areas: (1) The Economy, containing a few understandings related to basic concepts; (2) Mercantile Capitalism; (3) Industrial Capitalism; and (4) Finance Capitalism, each denoting a stage in our economic development; and the role of government as indicated by (5) Government Involvement, and (6) Government Finance.

A few concepts which have been introduced or extended in interpretation by the understandings and related content in Topic III include:

Capitalism	Inflation	Opportunity Cost
Demand	Investment Capital	Scarcity
Depression	Market	Specialization
Free Enterprise	Monopoly	Surplus

The Economy

The problem of scarcity, the basic questions concerning production, and the cost of making choices about production apply to any economic system.

1. THE PROBLEM OF SCARCITY HAS BEEN A MOTIVATING FORCE IN MANY OF THE CHANGES IN AMERICAN LIFE.

   - What has been the relationship between economic resources and society's material wants throughout history?
   - Why might it be said that the drive to find greater resources to meet human needs was an important factor in the colonizing of the New World?
     - circumstances surrounding the founding of Jamestown
     - history of a proprietary colony such as the Carolinas

- How did scarcity play an important part in the settlement of the frontier?
  - 18th century Virginia: uplands v. tidewater
  - settlement of Kentucky
- How might scarcity be associated with technological changes in the United States?
  - changing sources of energy in American industry
  - evolution of mass production techniques: from Eli Whitney to automation
- How have official government policies reflected growing concern, paralleling the shortage of resources in the face of steadily increasing demand?
  - the conservation movement
  - current concerns with air and water pollution
  - silver in the 1960's

2. A MARKET ECONOMY MAY UNDERGO MODIFICATIONS AS THE DEGREE OF POWER HELD BY THOSE WHO ANSWER THE BASIC ECONOMIC QUESTIONS CHANGES: WHAT TO PRODUCE? HOW TO COMBINE THE RESOURCES FOR PRODUCTION? FOR WHOM SHALL GOODS BE PRODUCED?

- In theory, under "pure capitalism" who answers the three basic questions concerning production?
  - Adam Smith's *Wealth of Nations*
- Why might it be said that an economic cause for the American Revolution was the increasing awareness on the part of the colonists of British interference with their right to answer the basic questions concerning their own economy?
  - enforcement of Navigation Acts: pre-1763 v. post-1763
- What evidence can be drawn from American history to show that the market is not completely self-regulating?
  - Hamilton's message of 1791: *Report on Manufacturers*
  - Ida Tarbell's *History of the Standard Oil Company*
- Why might it be said that the American people have continued to prefer that decision-making regarding production be made by private enterprise?
  - history of 19th century socialist experiments (such as New Harmony)
  - identification of private enterprise with "American Way of Life"
- What forces (albeit with some degree of government protection) have come into being to provide greater balance in answering basic questions of production and distribution?
  - origins of the national labor unions
  - consumers organizations, including cooperatives

3. AN IMPORTANT FACTOR IN ASSESSING AMERICAN ECONOMIC CHANGE AT ANY GIVEN TIME IS THAT OF OPPORTUNITY (ALTERNATIVE OR REAL) COST.

- Several trading companies soon sold out or transferred their interests in the colonies they founded; how does this fact illustrate the principle of opportunity cost?
  - the experience of the London Company with the Virginia Colony
  - the experience of the Dutch West India Company with the colony of New Netherlands

. Why is opportunity cost a factor in economic planning at the present time?
  - war effort in Vietnam v. the antipoverty program
  - the space program v. federal aid to education

Mercantile Capitalism

Under this system, the individual entrepreneur is associated with trade and banking, rather than industrial production. Mercantile capitalists set the stage for modern capitalism by introducing practices which determined and promoted profits.

4. THE BASIC TENETS OF CAPITALISM WERE INTRODUCED TO THE BRITISH COLONIES AT THE TIME OF THEIR FOUNDING.

. How did mercantilism support the capitalist system?
  - England's experience as a trading country
  - British trade policies in North America
. How did the joint stock company of the colonizing period help to establish the principle of corporate ownership?
  - colonial operations of the London Company
  - the Massachusetts Bay Company
. How did the changes in colonial economic life demonstrate a belief in private ownership and the profit motive?
  - abandonment of the "commom storehouse" principle in Plymouth colony
  - development of triangular trade

Industrial Capitalism

This system is based on laissez-faire. It is characterized by (1) private ownership of the means of production; (2) free exchange of goods and services in a market economy; and (3) political authority limited to facilitating the exchange.

5. THE AMERICAN REVOLUTION AND THE EVENTS WHICH IMMEDIATELY FOLLOWED BROUGHT ABOUT THE TRANSITION FROM MERCANTILE TO INDUSTRIAL CAPITALISM.

. To what extent might it be said that recognition of the fact that the economic goals of the colonists could never be satisfied under the mercantile system played a significant part in bringing about the American Revolution?
  - colonial reaction to British trade policies, 1763-1775
. What evidence is there that some saw the victory in the Revolution as bringing independence from British economic ties, as well as the end of the political relationship?
  - British trade policies toward the newly independent nation
  - financial aspects of the Jay Treaty

. To what extent was the system of free capitalism endorsed and encouraged by the adoption of the Constitution and the policies of the federal government immediately following its adoption?
- Constitutional provisions for regulation of trade and credit on a national basis
- Hamilton's financial program

6. REGIONAL SPECIALIZATION AND EXPANSION WESTWARD MARKED THE DEVELOPMENT OF INDUSTRIAL CAPITALISM IN UNITED STATES.

. What evidence can be found in our federal and state policies during the early part of the 19th century, to indicate the importance of the westward expansion and development of new lands as a factor in our economic expansion?
- investment in roads: the Cumberland Road
- the canal-building era

. What were the sources of surplus capital which made possible the economic takeoff stage?
- agricultural surplus of that period as source of surplus capital
- mercantile fortunes built up during the Napoleonic period
- establishment of new investment facilities: the New York Stock Exchange

. What changes in the east reflected this change in economic emphasis?
- the New England textile empire (the shift of investment of resources as a result of the War of 1812)
- the southern cotton kingdom

. To what extent were the increasing interdependence of the sections and the increasing concern with employment, profits, and expansion reflected in a cyclical pattern of occasional economic upheavals?
- postwar business disruption - 1815-16
- Panic of 1837 as prototype of evolving problems of business cycle

Finance Capitalism

In this stage, finance and banking interests are generally removed from direct involvement in industrial production. Capital is furnished for far-flung investment and development, both at home and abroad.

7. IN MID-19TH CENTURY UNITED STATES, EXPANDING INDUSTRIAL INSTITUTIONS AND LARGE-SCALE CORPORATE INVESTMENT BROUGHT BOTH PHENOMENAL INDUSTRIAL GROWTH AND INCREASED ORGANIZED EFFORTS FOR GOVERNMENT RESTRICTIONS.

. Why did industrial expansion make necessary the development of more complex corporate forms?
- railroad consolidation in the late 19th century
- the steel trust

. What changes in efficiency of production have resulted from such consolidation?
- mass production techniques, as seen in the automobile industry
- development of new fuel and energy sources, to replace less abundant natural resources

- Why did the farmer react as he did to the changes in his economic life resulting from industrial growth and business expansion?
  - the Granger movement, and the Populist Party as avenues of protest
  - the effects of too rapid an expansion of farm land
- What effect did the vast size of industrial enterprises and the resulting impersonalization of the labor-management relation have upon the American labor movement?
  - Knights of Labor
  - American Federation of Labor
- What means did owners of small businesses and consumers use to cope with big business?
  - results of the muckrakers' efforts
  - antitrust legislation as it applied to these groups

Government Involvement

Although the federal government has never subscribed to a completely laissez-faire policy, since 1930 the policy of the federal government has been one of increasing concern for the public welfare and greater control of economic activity, resulting in a definite trend toward a managed economy.

8. SINCE THE BEGINNINGS OF THE FRANKLIN D. ROOSEVELT ERA, THE FEDERAL GOVERNMENT ROLE OF SOCIAL RESPONSIBILITY HAS GROWN UNTIL IT NOW AFFECTS MOST OF THE POPULATION.

   - Why may it be said that the New Deal contributed a new approach to social responsibility?
     - Works Progress Administration
     - Tennessee Valley Authority
   - In what ways have successive administrations continued or enlarged the concern of government for the welfare of the people?
     - Social Security
     - Medicare and other "Great Society" programs

9. THE REGULATORY POWERS OF THE FEDERAL GOVERNMENT HAVE BEEN USED INCREASINGLY TO INSURE EQUITABLE RELATIONSHIPS AMONG SEGMENTS OF THE PUBLIC.

   - To what extent has the federal government attempted to regulate economic activity through the use of a controlled banking system and restrictions on investment activity?
     - role of the Federal Reserve Board
     - work of the Securities and Exchange Commission
   - Under what circumstances has the federal government shared its regulatory function with the states?
     - laws and agencies concerned with consumer protection
     - laws and agencies regulating banking
   - What indicators of the health of our economy are regularly studied by government agencies and private groups alike, in an effort to apply necessary controls to prevent malfunctioning of the economic system?

- gross national product
- consumer price index

. How has the federal government attempted to handle the inequities of farm income and the problems brought by periodic surpluses of farm commodities?
- the parity price mechanism
- efforts to ease problems of farm indebtedness, such as the Farm Security Administration, Federal Land Banks

Government Finance

Historically there has been a direct relationship between the role of government in the national economy and the tax program necessary to finance it.

10. THE VALIDITY OF VARIOUS TAX POLICIES HAS BEEN A SOURCE OF CONTROVERSY THROUGHOUT OUR HISTORY.

. To what extent can any tax be considered as solely for revenue; is there always an element of the regulatory function present?
- excise tax on whiskey - 1791
- Tariff of Abominations v. Compromise Tariff of 1833
- tax cut of 1964

. Why is the choice of regressive versus progressive tax always subject to debate?
- state or local sales tax v. New York State income tax

. To what extent is the idea of using taxes to redistribute the national wealth accepted now?
- the graduated income tax
- the corporation tax
- the inheritance tax

GENERALIZATIONS

A few suggested generalizations that have application in Topic III and may also be tested for validity in other contexts:

. In a market-oriented economy, consumers largely determine what shall be produced.

. Every economic system faces scarcity, with limited resources and unlimited human wants.

. Economic development of a nation depends upon accumulation of capital.

. The characteristics of an economy reflect changes in such factors as technology, popular trends, political considerations and pressures.

. An economic system encompasses goals which cannot be separated from the political, social and ethical concepts of the people.

Additional generalizations should be developed by the teacher and the class as they work on Topic III.

TOPIC IV
AMERICAN CIVILIZATION IN HISTORICAL PERSPECTIVE

This topic attempts to interpret the impact of the world of ideas and values upon life in historic perspective: the attitudes, mores and morals, and the heights and depths of the human mind and the human spirit which have all had a profound influence upon events. In a sense, it need not be a separate topic since all these intellectual and attitudinal influences are intrinsic to the study of the American people, their economic system, their relations with the rest of the world, and their government. It is a distinctive topic only in its emphasis and in its illustrative details that seem to be better served by this separate treatment than to be included within the other topics where interruption of logical sequence may be confusing.

There is fairly general agreement that ideas and values held by Americans have had important influences upon various aspects of our civilization. Some of these ideas are products of the Judaic-Christian heritage. Our Calvinist inheritance from Europe, that cluster of beliefs covered by the term, "Puritan ethic," has had its effect upon our society, combining as it did a rigid authoritarian moral code of conduct and assurance of salvation for the elect with devotion to hard work, thrift, and getting ahead in the business world. Other ideas frequently considered as characteristically "American" relate to individualism, equalitarianism, national pride, and drive to experiment. Also, there are such attitudes as spirituality, patriotism, humanitarianism, materialism, gregariousness, and social responsibility.

Any division of the various aspects of American civilization into categories must of necessity be arbitrary. The decision to choose the five subtopics listed in this topic - Education, Creativity, The Mass Media, Ideological Battles and Social Control, was made in full knowledge that other choices were possible. But each does have a separate identity and is significant enough to justify its inclusion for study. And no small part of the value of this whole topic for students should be its invitation to integrate the world of ideas and values internally and then to relate them to the flow of American History.

CONCEPTS

A few sample concepts which have been introduced or extended in interpretation by the understandings and related content in Topic IV include:

Automation	Demagogue	Ideology
Conformity	Extremist	Performing Arts
Creative Arts	Freedom	Technology

Additional concepts should be introduced or identified by the teacher and the class, in working with Topic IV.

Education

As American society became more complex, the function or role of education in the national life took on greater dimension or importance in the attempt of the American people to achieve their goals.

1. THE BELIEF THAT DEMOCRATIC SOCIETY IS DEPENDENT UPON THE EDUCATION OF ITS CITIZENS UNDERLIES THE HISTORY OF FREE PUBLIC EDUCATION.

   - What evidence can be cited to indicate that American leaders from the days of the founding fathers to modern times have expressed their faith in the relationship between education and democracy?
     - political leaders as spokesmen for education: Thomas Jefferson; Frederick Douglass (in "The North Star"); John Kennedy; Lyndon B. Johnson
     - documentary evidence of education's importance: the Northwest Ordinance; the New York Common School Act of 1812; the Morrill Act of 1862; the New York Free School Act of 1867; the Elementary and Secondary Education Act
   - What effect has the reserved power status accorded education in the federal Constitution had upon the development of education in the United States?
     - education in New York State: an unique system
     - progress of education in an individual state: the influence of Horace Mann
     - areas of local, state, national responsibility and autonomy
   - How does the increasing assumption by the federal government of the responsibility for the support of public education in recent years coincide with the thesis that there is a relationship between public education and a democratic society?
     - some present functions of the United States Office of Education, including programs such as N.D.E.A. (now F.G.D.E.).
     - desegregation and federal aid to the states

2. THE NOTABLE EXPANSION OF EDUCATION IS A RESPONSE TO THE STIMULUS OF POWERFUL FORCES IN AMERICAN SOCIETY.

   - What is the relation of the accumulation of taxable wealth to the financing of the public education system?
     - Increasing land values, in the change from rural to urban America
     - growing corporate and individual income as indicated by increase in GNP
   - In what ways has education been modified in response to the demands of a rapidly changing society?
     - mass education
     - curricular changes
   - What evidence is there that there has been a change in public acceptance of the role of the private educational institution in supporting the democratic aim of developing each young person to his highest potential?
     - 19th century justification for the establishment of separate schools

- use of state or federal moneys for private schools

. How has public education afforded individual citizens opportunity for involvement and decision-making at the local level?
  - a local board of education's concern with expanding school services in the light of local economic conditions
  - an issue publicized by a citizen's advisory group such as Citizens for the Public Schools

3. LEARNING IS ULTIMATELY A SOLITARY ATTAINMENT IN WHICH THE INDIVIDUAL IS INFLUENCED BY INFORMAL, AS WELL AS BY FORMAL EDUCATION.

. Why can it be said that although modern America places tremendous importance on formal school experience, informal education has proven highly effective?
  - the story of the Chautauqua Movement
  - the significance of the public library system
  - revolution in the communication arts

. Is there evidence that technological progress and increased automation are throwing greater responsibility upon the individual with respect to learning as a solitary attainment?
  - increased leisure time v. need for training in wise use of leisure
  - multiplicity of sources of learning v. increasing need for selectivity and discernment in choice of sources
  - the impact of the ideas of Marshall McLuhan and other prophets of the electronic age

Creativity in America

Creative expression in the arts and sciences from colonial time to the present has evolved from adaptation of European contributions to the development of indigenous American styles.

4. IN THE FIELDS OF THE ARTS AND THE SCIENCES, AMERICANS UNTIL RECENTLY RELYING HEAVILY UPON A FOUNDATION OF KNOWLEDGE AND EXPERTISE DEVELOPED BY EUROPEANS, MADE ADAPTATIONS AND INNOVATIONS THAT REFLECTED THE AMERICAN WAY OF LIFE.

. Is there justification for making the judgment that until recently scientific America tended to accept European leadership in scientific theory with American ingenuity concentrated upon technological aspects?
  - Isaac Newton and Michael Faraday v. Benjamin Franklin and Joseph Henry
  - Gregor Mendel and Charles Darwin v. William Morton, George W. Carver, Luther Burbank, and Percy Julian

. To what extent did American architecture from colonial times through the 19th century show an imitation and adaptation of European styles?
  - 17th and 18th century copying of style: Georgian, Hudson Valley Dutch
  - 19th century adaptation of style to native building materials: Greek Revival, Gothic Revival

- How did early American painting show the prevalence of American themes despite extensive European influence?
  - work of 18th century portraitists such as Gilbert Stuart and the Peales
  - contributions of the Hudson River School
- What effect have cultural borrowings had on the acceptance of the values expressed in such arts as music, drama, and the dance?
  - the extent to which the performing arts have been influenced by European cultural values
  - the present-day clash that results as new cultural borrowings and indigenous cultural expressions come into competition
- Why might it be said that among the creative arts of the United States, patriotism is a most evident theme in the field of sculpture?
  - local examples of heroes and statesmen in village parks and public buildings
  - theme of various sculpture in Washington, in memorials, or in the halls of Congress
- How have Negroes played a part in the development of American arts?
  - painters: Jacob Lawrence, Horace Pippin
  - artist and art educator: Hale Woodruff

5. THE DESIRE TO RECORD THE SCENE HAS BEEN AN IMPORTANT PART OF AMERICAN ARTISTIC TRADITION.

- How did the itinerant painter of 18th and 19th century rural America give a record of his times?
  - a study of some American primitives, such as those in the collection in the National Gallery
  - folk art as recently revived by Grandma Moses
- What can be learned about the American scene from the work of some 19th century American artists?
  - unique contribution of John James Audubon
  - the work of such regionalists as Grant Wood and Thomas Hart Benton
  - the mid-20th century work of such painters as Edward Hopper
- What part has photography played in the American interest in preserving the past for posterity?
  - early photographic records: Matthew Brady, the daguerreotype
  - the 20th century American and his camera

6. IN MODERN TIMES THE UNITED STATES HAS DELVED DEEPLY INTO BASIC RESEARCH AND EXPLORED NEW HORIZONS IN THE ARTS AND SCIENCES.

- What evidence is there that a highly significant effort in basic research is currently in progress in the sciences?
  - Application of use of solar energy
  - American efforts in oceanography
- How does 20th century American architecture illustrate the statement that experimentation is characteristic of American architecture today?
  - 20th century structural design
  - the work of Edward Durrell Stone

. How does modern art in America reflect the preoccupation with experimentation?
- Surrealism
- Abstraction

7. IN THE UNITED STATES CREATIVE PEOPLE AS INNOVATORS IN THE ARTS AND SCIENCES HAVE FACED VARYING DEGREES OF DIFFICULTY IN GAINING ACCEPTANCE OF THEIR WORK AND IDEAS.

. Why have some discoveries and new theories in science created controversy?
- Albert Einstein: Theory of Relativity
- Jonas Salk: Polio vaccine

. Under what circumstances has recognition been slow in coming to some American artists in their own country?
- Thomas Eakins; James Whistler
- Albert Ryder; Jackson Pollack

8. A SIGNIFICANT SIGN OF THE MATURING OF AMERICAN CIVILIZATION HAS BEEN THE CHANGING NATURE OF PATRONAGE AND SUPPORT FOR THE ARTS AND SCIENCES.

. How did support of the arts, crafts, and sciences in the colonial and the early days of the new nation differ from that in 18th century Europe?
- patronage of Frederick the Great v. support of colonial artisans such as Paul Revere

. Why did the Gilded Age become an age of philanthropy in American arts?
- support of the Metropolitan Opera
- contributions of such families as the Carnegies, the Fricks, and the Mellons to art collections

. How has science benefitted from encouragement by the private sector in our society?
- museum projects, stimulated by English citizen James Smithson
- foundation programs, such as those of the Rockefeller Foundation; the Sloan-Kettering Foundation

. How did 20th century economic and political events help spur federal support of scientific and humanities projects?
- humanities program of the Works Progress Administration
- National Aeronautics and Space Administration programs

. What indications are there that American civilization is beginning to come of age in its interest in the creative person?
- National Foundation on the Arts and Humanities; New York State Council on the Arts
- White House recognition of outstanding contributors in science, the arts

9. DUE TO THE INCREASING MECHANIZATION OF OUR SOCIETY INDIVIDUALS ARE FACED WITH THE CHOICE BETWEEN ACCEPTING ANONYMITY OR SEARCHING CREATIVELY FOR PERSONAL IDENTITY.

. To what extent are science and invention today the product of the individual, the province of the recluse?
- the increasing use of the team effort in research: the Manhattan project

- leadership of scientists in nonscientific causes: James Conant and education

. What evidence is there that the application of automation has been continually expanding into every phase of our lives?
  - government use of the computer
  - automation in industry

. Many people are concerned with the problem of loss of identity as the most serious effect of cybernetics; how do they seek answers to dealing with this type of culture shock?
  - creative use of leisure time
  - volunteer work in social agencies

Mass Media

The impact of mass media available because of technological advancements poses a problem in regard to the role they should play in American life.

10. THE IDEA OF A COMPLETELY FREE PRESS HAS HAD GENERAL BUT NOT CONTINUOUS ACCEPTANCE IN OUR HISTORY.

. Why can it be said that significant progress toward freedom of the press was accomplished in the colonial period?
  - restrictions on the colonial press, as indicated in the Zenger Trial
  - leadership reflecting the enlightenment: Benjamin Franklin's Apology for Printers

. What indications are there that the press, buttressed by the first amendment, has operated in relative freedom as it has influenced public opinion?
  - influence of journalists: Horace Greeley, Charles Dana
  - role of Harper's Weekly: cartoons of Thomas Nast

. What evidence is there that attempts have been made to apply direct or indirect pressure to restrict the press?
  - Sedition Act
  - censorship in wartime
  - "Managed News" and "Credibility Gap" controversies

11. MASS MEDIA, ALTHOUGH SUBJECT TO BOTH PUBLIC AND PRIVATE CONTROL, PERFORM A SIGNIFICANT ROLE IN AMERICAN LIFE.

. Which media have shown high standards of literacy, integrity of opinion, and general stimulation of thought?
  - educational television
  - periodicals identified with literary, historical, or other special features

. Is there basis for the statement that in an effort to reach the masses, the communication media leans toward standardization and mediocrity of content?
  - newspapers: sensational stories, stereotyped feature stories
  - television and radio: soap operas, violence dramas, disc jockeys

. What influences inhibit freedom of communications, or tend to discourage the treatment of controversial issues?
  - work of the Federal Communications Commission
  - influence of advertisers upon editorial policies of a newspaper or a periodical

Ideological Battles

The ideological struggles, which have created varying degrees of turmoil in American society, have tested and will continue to test the extent to which any American is permitted the right to express opinions and to respond with dissenting opinions.

12. ONE MEASURE OF DEMOCRACY IN THE UNITED STATES HAS BEEN THE RELATIVE FREEDOM WITH WHICH DIFFERENCES OF OPINION COULD FIND EXPRESSION IN VARIOUS ASPECTS OF LIFE AND THOUGHT.

    . What opportunities do individuals in this society have for discussion, dialogue, and public expression of differences of opinion?
      - political and public sphere of activities: party issues, financial support, criticism of office holders
      - private and personal sphere of activities: religious dissent, educational methodology, labor and professional obligations.
    . How do obstructionist groups oppose expressions of support for innovation?
      - local social or service groups who oppose a change in local government or education
      - statewide or national groups who publicize emotional arguments against a proposed change

13. A REACTIONARY POLITICAL CLIMATE HAS RESULTED AT TIMES IN OUR HISTORY FROM EXPLOITATION OF FEARS OR OVERSIMPLIFICATION OF SOLUTIONS TO PROBLEMS.

    . What effect do extremist groups have upon the expression of public opinion?
      - nativist groups: Know Nothings of the 1840's; Ku Klux Klan of the 1920's
      - reactionary and ultraradical forces: anti-French in 1790's; McCarthy and his supporters in the 1950's; extremists in Vietnam debate
    . How do "labels" and other cliches, either inadvertently or by design, tend to obscure the truth?
      - "Rum, Romanism, and Rebellion"
      - "urban renewal - Negro removal"; "White Backlash"
      - "Hawks" and "Doves"

14. THE COMPLEXITY OF THE CHALLENGE OF COMMUNISM INDICATES THE NEED TO EXAMINE ALL POSSIBLE ASPECTS OF THE PROBLEM.

    . Why must our citizens understand communism, as an ideology, if they are to deal with it intelligently?

- implications of the theory of communism: Marx; Engels
- importance of communism as it is practiced: Lenin; Stalin; Mao Tse Tung
- absence of a single monolithic communist movement today

. In what ways does communism pose an internal threat to our society?
- the communist movement in the United States
- Leftist infiltration of liberal movements

. How can we assess the extent of the danger and the continuing menance which communism presents to the United States and its allies in the free world?
- role of F.B.I. and other agencies

. What problems have been presented by the fact that while we demonstrate dedication to the preservation of civil liberties in our society we must recognize the existence of subversive forces seeking to undermine them?
- Constitutional guarantees: freedom of speech, freedom of assembly
- Holmes opinion in Schenck v. United States
- Constitutional protections of those accused of violating the Smith Act

Social Control

Social control presents a problem in a democratic society for it normally involves the conformity of the individual to a set of rules of conduct evolved by that society.

15. SOCIAL CONTROL, BY WHICH PEOPLE ARE PROTECTED FROM HOSTILE ACTIONS OF OTHERS, HAS BEEN MAINTAINED BY A VARIETY OF MEANS.

. How have the mobility of the population of the United States and the increasing urbanization weakened the traditional environmental influences which served to deter anti-social actions?
- power of religious institutions over the individual, colonial New England v. present-day United States
- anonymity of city life v. social pressures in small communities

. What indications are there that,at all stages of our history, society has needed some specific organized deterrent against crime?
- the colonial "Watch"; the role of the sheriff in the frontier community; the metropolitan police force
- the role of the courts in providing protection of life and property
- the debate over unrestricted bearing of arms by citizens

16. TO A GREAT DEGREE, SOCIAL CONTROL IN THE UNITED STATES HAS REFLECTED THE ACCEPTED VALUE PATTERNS AT VARIOUS STAGES IN OUR HISTORY.

. What effect did the traditional values of 17th and 18th century America, embodying the Puritan ethic, have upon child rearing

practices and treatment of the nonconformist?
- parent-child relationships in colonial America
- punishment and treatment of the criminal in United States prior to the Civil War

. How did social control in the frontier communities reflect the value system of those communities?
. How have changing values in our present-day economy of abundance affected the problems of social control?
- man's use of his physical environment

. If involvement with, and behavior toward, members of differing cultural groups are affected by conflicting value patterns, how does this factor result in problems of social control in the United States today?

17. AN AREA OF INCREASING CONCERN IN OUR SOCIETY TODAY IS THE RESPONSIBILITY OF EACH INDIVIDUAL IN PROTECTING THE LIFE AND PROPERTY OF OTHERS.

. To what extent does public indifference play a role in the rise of the "invisible empire" of Big Crime within the jurisdiction of that society?
- organized crime
- infiltration of businesses or labor unions by racketeers

. What actions might be taken so that fear of involvement and of reprisal will not deter individuals from cooperating to prevent crime or to bring criminals to justice?
- Good Samaritan laws, affecting medical personnel
- campaigns to alert the public to responsibilities of testifying as witnesses

18. SOCIAL CONTROL IN A DEMOCRATIC SOCIETY REQUIRES A CORRECT BALANCE BETWEEN FREEDOM AND RESTRAINT.

. How does the situation when the accused is protected by the Federal Constitution indicate the problem of balance between freedom and restraint?
- The Fifth Amendment
- court case: Gideon v. Wainwright

. Why can it be said that in American society freedom is a relative rather than an absolute term?
- rights and obligations under the law
- rights of an individual, in terms of the whole society

GENERALIZATIONS

A few suggested generalizations that might be derived from Topic IV and tested for validity in other contexts:

. Few new ideas have speedy public acceptance.
. The greatest danger from extremists is that which stems from their capacity to confuse the people and to weaken public confidence in responsible leadership.
. A democratic society contains individuals who span the spectrum from mild disagreement to radical extremism.

. Education is essential to the well-being of a democratic society.
. Extremist groups act as a disruptive force in society.
. The arts are a key to understanding a culture.

Additional generalizations should be identified by the teacher and the class, in working with Topic IV.

TOPIC V
THE UNITED STATES IN WORLD AFFAIRS

Foreign relations demand considerable thought and attention from modern industrial nations. The success or failure of the foreign relations of the United States, as has been traditionally true of most nations, has depended on the historical relationship between commitment and the power to support these commitments; both elements are dependent upon what is deemed at any time to be in the national interest. The elements of high principles and idealism are also factors. It would be just as inaccurate to say that all foreign policy has been dictated by high principles and ideals, however, as it would be to say that none of it has been so dictated.

The United States has, like many other nations, established for itself an area of special concern. In the case of the United States, this area has been Latin America. Since World War II the United States has committed itself to the defense of most of Western Europe and segments of Asia significant to the United States. A further concern of more recent date has been the relationship of the United States to and with world organizations. In the nuclear age, the foreign policy of nations may spell the difference between survival and total destruction.

In this topic, attention is directed first to the importance of The Nation-State in the area of foreign relations. The topic then pursues a chronological sequence in the examination of United States foreign policy: The Emerging Nation; the Expanding Nation; Power and Commitment; and Global Commitment and Leadership. The teacher should encourage the students to identify the historic trends as they become evident in the development of our foreign policy. Since these historic trends tend to help us understand our present position while forming a basis for projections as to the future, a comprehension of them is a matter of urgency for all citizens.

CONCEPTS

A few concepts which have been introduced or extended in interpretation by the understandings and related content in Topic V include:

Coexistence	Ideology	Nation-State
Commitment	Imperialism	Neutrality
Emerging Nation	Intervention	Power
	Isolation	

Additional concepts should be introduced or identified by the teacher and the class, in working with Topic V.

The Nation-State

The nation-state has complete control over its citizens and assumes independence of action in relations with other nations.

1. RELATIONS AMONG NATIONS TODAY ARE BASED UPON GENERAL RECOGNITION OF THE COMPLETE SOVEREIGNTY OF THE NATION-STATE.

- What have been the characteristics of the nation-state as it emerged from the medieval world, which would color its relationships with other nations?
  - foreign policy of 18th century Great Britain v. that of dying Holy Roman Empire in same period
  - the ties that bound together a nation-state such as 18th century France
- Why have some modifications taken place of the classic nation-state role in foreign policy in Europe in mid-20th century?
  - motivations for the European Common Market
  - significant regional alignments in post-World War II Europe
- Why have the newly emerging nations of Africa and Asia shown more enthusiasm for the nation-state pattern as it first developed in Europe?
  - foreign policy of a recently independent African nation
  - Philippine stirrings against too close economic or political ties with United States
- Why does the nation-state concept,as it is interpreted by the several nations,have significance in the formulation of American foreign policy today?
  - one world organization v. regional associations

The Emerging Nation

In order to gain strength, the young United States believed it to be a wise policy to minimize its involvement in European affairs.

2. ALTHOUGH THE NEWLY INDEPENDENT NATION FELT IT TO BE A WISE POLICY TO MINIMIZE ITS INVOLVEMENT WITH EUROPEAN POWERS, THE LEGACIES OF THE STRUGGLE FOR INDEPENDENCE MADE THIS A DIFFICULT POSITION TO MAINTAIN.

- How did the aid rendered to the United States by the European powers during the American Revolution make it difficult for the new nation to maintain a policy of isolation?
  - circumstances surrounding Washington's Proclamation of Neutrality
  - the undeclared war with France
- To what extent did the War of 1812 have its roots in the unresolved issues of the first war for independence from Great Britain
  - the Jay Treaty and other negotiations over unsolved problems
  - British naval policies growing out of Napoleonic encounters
- Could the international involvements of the United States in the decade following the War of 1812 be interpreted as attempts to avoid American involvement with European powers?
  - boundary and neutrality agreements with Great Britian
  - the Monroe Doctrine as an example of American "go it alone" policy

3. THE YOUNG UNITED STATES IDENTIFIED ITSELF AS THE PROTECTOR OF THE WESTERN HEMISPHERE AGAINST EUROPEAN ENCROACHMENT.

- What ideological ties with Latin America encouraged the development of this protective role?
  - Simon Bolivar as the Latin American George Washington
  - Henry Clay's inclusion of Latin American ties in his American System
- How did the United States define its role as protector, both in word and in deed?
  - the wording of the Monroe Doctrine
  - application, as illustrated by the Maximilian Affair

The Expanding Nation

United States imperialism was an outgrowth of the enthusiasm for expansion, beginning with Manifest Destiny.

4. DESPITE OPPOSITION, THE DOMESTIC DEMANDS OF THE AMERICAN PEOPLE FOR TERRITORIAL EXPANSION DURING THE FIRST HALF OF THE 19TH CENTURY BROUGHT ENDORSEMENT OF THE POLICY OF MANIFEST DESTINY.

- What motivations lay behind the early American penetrations of the west and northwest?
  - American settlements in Oregon
  - the Mormon migration
- To what extent was Manifest Destiny ideological, to what extent pragmatic?
  - the Texas question, in terms of American settlers in those lands
  - the pro-slavery interests as identified by James Russell Lowell in the Biglow Papers

5. THE GOALS OF MANIFEST DESTINY COULD NOT BE CARRIED OUT WITHOUT A SERIES OF CONFRONTATIONS WITH LATIN-AMERICAN POWERS.

- What motivations spurred vigorous American interpretation of its protective role toward Latin America in the latter part of the 19th century?
  - growing American investments in the Latin-American area
  - pressures for an interocean canal
- What evidence was there that the slowly developing Latin-American nations resented its powerful neighbor's role?
  - reactions to the Big Stick Policy: Nicaragua, Mexico
  - Panama Canal controversy
  - Cultural heritage in language, education, the arts

6. IN CONSONANCE WITH TRENDS IN WESTERN IMPERIALISM THE UNITED STATES UNDERTOOK A PROGRAM OF OVERSEAS EMPIRE-BUILDING IN THE SECOND HALF OF THE 19TH CENTURY.

- What differences in philosophical justification for imperialism were expressed in the United States?

- opinions of William McKinley v. those of Grover Cleveland

. How did long-standing American interests in the Far East develop in the latter half of the 19th century into total involvement?
  - United States-China relationships: Opium War and extra-territoriality
  - United States-Japanese involvement

. What evidence is there that United States by 1900 felt the need to protect her overseas empire?
  - the Open Door Policy as a prototype of American desire to be included in overseas domination
  - the Pacific phases of the Spanish-American War

Power and Commitment

During the first third of the 20th century, the United States faced opportunities for world leadership but tended to vacillate as to the directions it would pursue in regard to foreign policy.

7. EVENTS ON BOTH THE NATIONAL AND INTERNATIONAL SCENES HELPED MOVE THE UNITED STATES FROM NEUTRALITY TOWARD EUROPE TO FULL INVOLVEMENT IN WORLD AFFAIRS.

   . What motivations lay behind the domestic efforts to keep us neutral during the early years of the Wilson administration?
     - the role of William Jennings Bryan
     - Wilson's philosophy as expressed in his Proclamation of Neutrality

   . What factors, real or supposed, contributed strongly to the eventual participation of the United States in World War I?
     - Lusitania sinking and the Sussex pledge
     - the alleged role of business interests in promoting allied sympathies in United States

8. THE POSTWAR REACTION FROM WILSONIAN IDEALISM LED TO RETRENCHMENT IN BOTH POWER AND COMMITMENT IN AMERICAN FOREIGN POLICY.

   . What evidences were there that isolationist forces were in the ascendance in the United States in the years immediately following World War I?
     - the circumstances surrounding United States rejection of the League of Nations
     - the rationale defending the return to high protective tariffs

   . What evidence is there that there was a significant minority who believed that changes in the world scene made a United States policy of isolation untenable?
     - Washington Naval Disarmament Conference
     - the Kellogg-Briand Pact conference

Global Commitment and Leadership

The United States, emerging from World War II in a position of leadership, has been confronted with spiraling problems and commitments.

9. UNITED STATES FOREIGN POLICY, UNDER THE PRESSURES OF WORLD EVENTS AND INCREASING ECONOMIC WORLD INTERDEPENDENCE, MOVED AFTER THE MID-1930'S TOWARD LARGE-SCALE GLOBAL COMMITMENT.

- To what extent was the ascendance of totalitarian regimes in several of the European countries viewed as a threat to American security?
  - reaction in United States to communism in pre-World War II - U.S.S.R.
  - Hitler's statement of plans for Germany that posed a threat to United States
- What was the relationship between American economic conditions in the 1930's and her efforts to stimulate world trade, even at the cost of reversing previous United States policy?
  - Reciprocal Trade Agreements
- Can it be said that global commitments became a reality when American self-interest could be served in no other way?
  - circumstances surrounding American entrance into World War II
- What indications were there that the United States and her allies, during World War II, regarded diplomatic decisions and pronouncements as important as military decisions with regard to future peace and world order?
  - the significance of the subjects discussed at summit conferences
  - the pronouncements which foreshadowed the building of the UN

10. THE POSTWAR EMERGENCE OF TWO MUTUALLY ANTAGONISTIC "SUPER-POWERS" HAS PRODUCED, INSTEAD OF THE "BALANCE OF POWER" OF FORMER TIMES, A NUCLEAR "BALANCE OF TERROR."

- How did the power vacuum left by the defeat of the Axis powers contribute to polarization?
  - rivalries emanating from tripower occupation of postwar Germany
  - spread of Soviet influence in Eastern Europe
- To what extent was the polarization of the postwar world intensified by developments in atomic weapons?
  - American postwar "atomic monopoly" v. Soviet developments in this field
  - difficulties in establishing a system of international atomic control
- How have changes in the self-interests in both of the great powers resulted in less rigidity in the Cold War?
  - changes in Soviet policy brought by rise of Communist China
  - policy of coexistence

11. UNITED STATES FOREIGN POLICY SINCE WORLD WAR II HAS HAD AS AN IMPORTANT OBJECTIVE THE CONTAINMENT OF COMMUNISM.

- Is there justification for viewing the various economic aid and military assistance programs of the two major powers as primarily an effort to win political allies among nonaligned nations?
  - United States Point Four program
  - U.S.S.R. arms for cotton deal

. How effective a vehicle have military alliances for collective security proved to be implementing this policy of containment?
  - NATO
  - SEATO
  - the Vietnam situation

12. UNITED STATES PARTICIPATION IN SUCH INTERNATIONAL PROGRAMS AS THE UNITED NATIONS HAS BEEN LARGELY AIMED AT RECONCILING OUR INTERESTS WITH THOSE OF OTHER NATIONS AND THUS IN PROMOTING THE WELFARE OF MANKIND.

. What has been the effect of UN police action in localizing military agression?
  - Middle East: 1956 crisis
  - Korea
. What indications can be shown of the effectiveness of the work of specialized agencies in promoting the welfare of mankind?
  - work of WHO in increasing life span in Asian and African countries
  - program of international economic organizations such as the World Bank
. How have underdeveloped nations throughout the world become the beneficiaries of the educational and technical experiences of the United States?
  - Peace Corps
  - AID

13. UNITED STATES RELATIONSHIPS WITH ITS NEIGHBORS IN THE 20TH CENTURY REFLECT THE GROWING INVOLVEMENT OF THE WESTERN HEMISPHERE IN THE TOTAL GLOBAL PICTURE.

. What evidence is there that a change in emphasis in United States-Latin American relations has gradually evolved during this century?
  - dollar diplomacy v. Alliance for Progress
  - Pan American Union v. Organization of American States
. What have been the motivations for change in United States role from protector to partner?
  - implications of Castroism
  - growing economic interdependence
  - United States and the Dominican Republic in 1964: protector or partner?
. What changes in Canadian-American relations have evolved since Canada has become a more significant world power than she was in the 19th century?
  - mutual defense interests and programs
  - problems of economics competition
  - "brain drain" and similar American encroachments upon Canadian resources

GENERALIZATIONS

A few sample generalizations that might be derived from Topic V and later tested for validity in other contexts:

- Solutions to world problems require the efforts of more than one nation.
- Newly developing nations are likely to pursue a policy of non-alignment with world power blocs.
- Crisis in world trouble spots end more often in stalemates than in final solutions
- National self-interest is the foundation of foreign policy.

Additional generalizations should be identified by the teacher and the class, in working with Topic V.